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U.S. Bureau of Apprenticeship...

Apprentice training for America's youth

Washington, D.C.

[1943]

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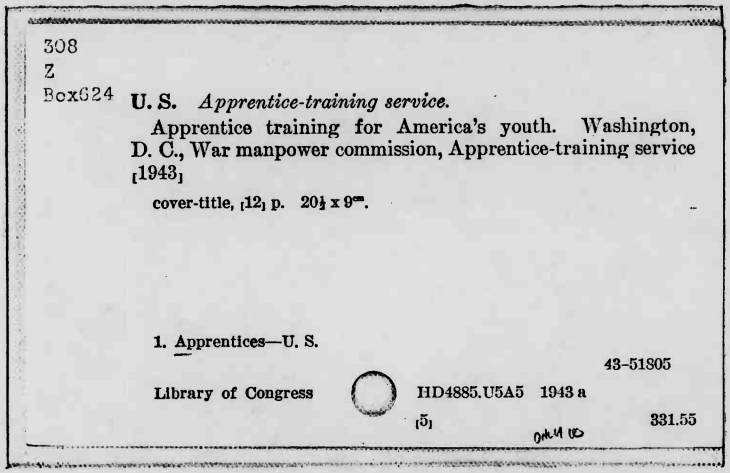

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APPRENTICE TRAINING for AMERICA'S YOUTH

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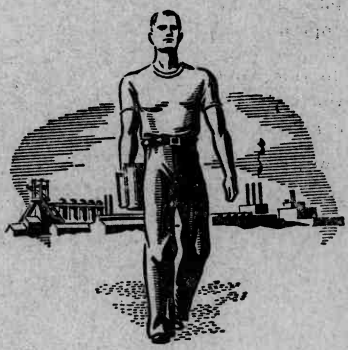

WAR MANPOWER COMMISSION
Apprentice-Training Service
Washington, D. C.

Foreword

Our young people must be prepared to make their contribution to the war effort, and to play their part—when the war is won—in restoring the Nation to peacetime pursuits. To carry on the work of our skilled workers who are entering military service those in the lower age groups must be given all-around training through apprenticeship—training both on the job and in the classroom. What apprenticeship includes, its necessity for wartime as well as peacetime production, and where it is being provided is explained in the following pages.

WILLIAM F. PATTERSON, ***Director***
Apprentice-Training Service

APPRENTICE TRAINING for AMERICA'S YOUTH

MAY 10 1943 PGR

THE training of America's youth—for our home front, for military service and for the work they will be called upon to do when the war is over—this is a task of increasing national importance. Each succeeding day drives home more clearly a realization of this fact.

With the inclusion of youths 18 years of age among those subject to call for military duty, the training of our younger generation must be focussed today, as never before, upon those in the lower age brackets. These young men are needed now to replace their older companions in our war industries who have entered or are entering military service, and they must be trained for this task. The Nation needs the services they can render and the skills they can acquire through training and experience, not only in our war industries today but also for military service where technical skill is required, if they are selected later for this duty. And it will need these young men to shoulder a large part of the burden when the time comes to reconvert this country to peacetime pursuits.

There are in this country today more than 4,800,000 youths 16 and 17 years old, about half of whom are boys. It is this latter group who in normal times are the potential craftsmen and executives in

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INTENTIONAL SECOND EXPOSURE

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WILLIAM F. PATTERSON, *Director*
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American industry. About 60 percent of these youths are attending high school or courses in vocational schools; while a large proportion of their number are employed in miscellaneous occupations, many of which are dead-end jobs not essential to the war effort. The training necessary to equip these youths for the work now confronting them cannot be provided solely by the schools—no matter how extensive or practical the school curriculum may be—nor solely by experience gained through employment. It must include thorough, comprehensive training both in the classroom and in practical, worthwhile work—work in which they will be engaged in future years.

In addition to training in the school our younger members of society—all those who are mechanically inclined—should acquire through expereince on the job the discipline of the working world, the ability to get along with other workers, the pride of creating with their own hands the products used in industry and commerce, the sense of security that comes from earning their own living as a result of their own labor, and an understanding of the relationship of their school work with the intricacies and problems of industrial activities. The most practical and the most effective way to meet this need—to prepare these young people to find their places today as well as tomorrow in a changing and troubled world—is through apprenticeship. This form of training, which combines organized job experience with schooling, provides a broad background of experience for each apprentice for whatever work—commensurate with his aptitude and ability—he may choose for his career.

Training on the Job and in the Classroom

Those selected for apprenticeship are given an opportunity on the job to advance from one series of operations to another under the direction of skilled workers, in accordance with a planned sequence of work processes until they have mastered a craft. As apprentices advance in their skills they are advanced in their wages. This schedule of work experience, instruction, and wages is predetermined by joint employer-labor collaboration and embodied in a written agreement.

The classroom instruction, supplementing the training on the job, gives each apprentice a comprehensive understanding of the theoretical aspects of his work. This related instruction, which is provided by local vocational schools, is one of the fundamental features of apprenticeship which have been developed and accepted as standard practice in every trade. Most apprenticeship systems require apprentices to spend at least 4 hours a week at these classes, or approximately 144 hours a year, during each year of their entire term of apprenticeship.

Included in this school instruction are mathematics, draftsmanship, blue print reading, physics, and the other sciences which relate to the trade the youth may enter, in addition to subjects such as labor and safety laws and regulations, workmen's compensation, and industrial relations; and not infrequently the historical and economic background of the industry for which he is being trained.

Training for War Service

In providing apprentice training for our youth, employers and all those who participate in this undertaking—employer and labor organizations, joint apprenticeship committees, State apprenticeship councils, school authorities, and employment services—are rendering an immediate and invaluable service to the Nation. To win the war production offensive, which is being waged throughout the United States, will require a constant and increasing supply of all-around skilled workers, who must be developed through apprenticeship.

Although the mass production methods, established to meet the war demand, have permitted the employment of an unprecedented number of semiskilled workers, hundreds of thousands of all-around skilled workers are required in our war industries. While semiskilled workers can perform the simple repetitive tasks on a mass-production line, all-around skilled men are essential where there is a wide variety of intricate jobs to perform. In the shipbuilding industry, for example, if a yard is building a fleet of vessels all of the same design, such as tankers, landing barges, and other small war craft, nearly every part can be standardized. Production here can be broken down into a series of specialized tasks, requiring only limited skill to perform them. If, on the other hand, a yard is engaged in the production of vessels—such as aircraft carriers, cruisers, and battleships—the design of which is constantly changing to meet the varying demands of modern warfare, there is little opportunity for standardization of parts and the adoption of mass-production methods. Here all-around workers must be employed in large numbers, each one of whom must be sufficiently versatile to perform any one of the many highly skilled jobs required in the construction of these vessels, no two of which can rightly be called "sister ships."

This demand for workers skilled in every aspect of the work exists not only in the shipyards but in aircraft factories, tank, truck, and munition plants, machine shops, foundries, and other plants throughout our war industries.

Even where mass production has been made possible through simplification of work and division of labor, all-around skilled men are required for maintenance work. To repair and keep in condition the various types of machines used in production, the men engaged in this work must have a broad background of knowledge and experience in the construction and operation of every machine. Obviously, too, all-around training and experience is important as a background for supervisory work and job instruction.

In the majority of the large plants which existed before the war, apprenticeship in some form had been in operation for years; and is, for the most part, still in operation. Where apprentice training has not been previously adopted it has been included in many of the training programs for war production.

In the smaller manufacturing shops throughout the metal trades, which are shouldering a large part of the burden of production, there has been, since the beginning of the war, an ever-growing demand for all-around workers. A large proportion of these shops are engaged in job work in which every man must be proficient in a wide variety of skills. To maintain the ranks of their workers these shops have been training apprentices in continuously increasing numbers.

Producing While Learning

Although our able-bodied youth in the lower age brackets may not have an opportunity to complete the full term of apprenticeship prescribed in most trades before they are called for military service, the work they have performed from the very start of their training will have netted worthwhile returns to their employers.

Experience has shown that apprentices prove their value on the job almost immediately and continue to do so during each period of their apprenticeship. Apprenticeship is a system of learning by doing; and during each step of the training apprentices are engaged in some part of production work, starting with the simpler jobs and progressing to the most intricate. As they advance from one production process, or series of processes, to another their value to their employer increases. Thus apprentices who have served the longest time—such as those who began their training at an early age—are most able to perform the work required of all-around skilled men.

If an apprentice is selected for military service before he completes his apprenticeship the skills he has acquired make him a valuable asset in the armed forces. Not only will he be able to render a far more valuable service to his country but he will have a greater opportunity for advancement. Modern war requires many thousands of men with comprehensive technical training in the Army, Navy, and Air Corps for the operation, maintenance, and repair of machinery, tools, and equipment and other skilled jobs identical with those performed in the metal and building trades.

Youths Best Qualified for Apprenticeship

Our youth who are less than draft age are especially well qualified for service as apprentices. They may devote their time, uninterruptedly, for an extended period, to productive work in which they can build up their skills toward greater and greater usefulness and ultimate craftsmanship. Young persons with mechanical aptitude are quick to learn a trade, eager and able to apply themselves unreservedly to new work as they progress from step to step in the training schedule. Anxious to participate in adult occupation, the development of their abilities, needed to meet the demands of living and earning a living, is to them not only an opportunity but an adventure.

Although the usual practice in peacetime in most of the trades is to accept for apprenticeship only applicants who have completed high school—and this has usually meant those 18 years of age or older—this policy has been set aside due to the demand for new workers during the national emergency. The Federal apprenticeship program as originally conceived was designed for employees ranging from 16 years old to those in the upper age brackets. Apprentices 16 years of age can be trained in all the work processes performed in a trade except a limited number of occupations declared to be extra hazardous by State or Federal laws or regulations. Sixteen is also the age commonly set as the minimum by child labor laws for full-time employment in manufacturing industries.

Proficiency in all the theoretical and practical aspects of the work in the skilled

trades requires all-around apprentice training—training which cannot be given in the short space of time permitted if it is postponed until our youth reach the age when their names are listed in the Selective Service rolls.

High School Completion

Apprenticeship as applied to youths of high-school age, who are just entering adult life, should be considered as a means not only to develop their skills for use in the trade they may select for a career, but to provide as broad a background of education as can be made available. To enable them to complete their high-school education, an apprenticeship program permitting continuation of high-school courses is being put into operation in war-production areas. School authorities, employers, and all those responsible for apprentice training—are cooperating in this program. In view of the fact that high-school graduates are preferred as all-around skilled workers in most of the trades, this system to permit graduation is gaining the unqualified support of employers and labor wherever introduced.

In accordance with the plan which has been adopted in many localities, students may acquire a scholastic background no less extensive than that regularly provided in high school, in addition to the supplementary schooling provided by apprenticeship. They are thus able to obtain their high-school diplomas and to equip themselves, at the same time, for profitable, practical employment in which they can make a valuable contribution to the war effort.

To further this combined high school and apprentice training program, field representatives of the Apprentice-Training Service are cooperating closely with State boards for vocational education and local schools, and with employers and representatives of the various skilled trades. To facilitate the operation of the program, the hours of employment and training on the job, as well as the school hours, are being adjusted and coordinated. A system of inter-related credits, acceptable for graduation under both the school and apprenticeship systems, is worked out locally and developed for each program. Insofar as possible arrangements are made so that apprentices can continue to attend high-school courses with their classmates.

Similar systems permitting apprentices to continue high school have been in operation for years.

By means of these combination programs those who enter a trade have the benefit of a high-school education fully as comprehensive as they would receive during peacetime.

Preparation for Life

In its broadest sense, apprentice training, in accordance with the sound principles and standards adopted today by employers and labor, is an indispensable factor in the development of our youth as citizens—in their development for life. To those on the threshold of maturity the work and experience on the job and in the schoolroom is of immeasurable value not only in attaining the skills needed for craftsmanship in a trade, but in learning to shoulder the responsibilities they must eventually assume—responsibilities as workers and leaders in industry, in business, and in society.

Youths who enter a trade are given a sense of being a part of that trade and of

performing at the same time a worthwhile service. They are given a purpose toward which they can direct their energies. The work they do provides a basis for growth—an incentive for achievement. It inspires self-reliance, teaches self-control, clear judgment, and foresight. It builds habits invaluable in future years—care, precision, punctuality, and steadiness.

Training for All-Around Skills Must Not Be Deferred

In this period of national emergency all-around training, made possible by apprenticeship, for those in our younger generation who show an aptitude for skilled work, is no less important than in peacetime—of greater importance today perhaps than in any previous period in history, in view of the diversified demands of the future. Just as the war has required sweeping changes in the accustomed habits and activities of nearly all of us, young and old—changes never before conceivable—the peace that will come when this World War ends will demand a readjustment and a realinement of our activities equally unpredictable today. To cope with the complexities with which the Nation will be faced, our youth, who must play a major role, should be given whatever guidance and experience can be provided.

To fail to provide this training—even in the midst of the most merciless and possibly the longest war in which this Nation has ever been engaged—to defer this undertaking—is to court disaster. Our responsibility for action is clear; and the time for action is now.

Regional Offices
Apprentice-Training Service

For information regarding the services of field representatives of the Apprentice-Training Service in the establishment of apprenticeship systems and other types of in-plant training programs, communicate with the nearest of the 12 regional offices listed below. Additional information with respect to supplementary classroom training under apprenticeship may be obtained from State boards for vocational education or local school officials.

REGION I

E. K. Jenkins, Supervisor
Room 1140, Old South Building
294 Washington Street
Boston, Massachusetts
Maine, New Hampshire,
Vermont, Massachusetts,
Rhode Island, Connecticut

REGION II

Richard B. Brown, Supervisor
Room 617, Old New York State Building
124 East 28th Street
New York, New York
New York State

REGION III

Glenn H. Feller, Supervisor
1401-1403 Widener Building
Juniper and Chestnut Streets
Philadelphia, Pennsylvania
Pennsylvania,
New Jersey, Delaware

REGION IV

Arthur L. Schoenthal, Supervisor
Room 401, 1025 Vermont Avenue NW.
Washington, D. C.
Maryland, Virginia,
West Virginia,
North Carolina,
District of Columbia

REGION V

John E. Morley, Supervisor
Room 660, Union Commerce Building
Cleveland, Ohio
Ohio, Michigan,
Kentucky

REGION VI

Cecil L. Utterback, Supervisor
222 W. Adams Street
Chicago, Illinois
Illinois, Indiana,
Wisconsin

REGION VII

J. M. Parmelee, Supervisor
600 Grand Theatre Building
Atlanta, Georgia
South Carolina, Georgia,
Tennessee, Mississippi,
Florida, Alabama

REGION VIII

John F. Barrett, Supervisor
500 Midland Bank Building
Minneapolis, Minnesota
North Dakota, South Dakota,
Nebraska, Iowa, Minnesota

REGION IX

Taylor F. Custer, Supervisor
1600 Fidelity Building
911 Walnut Street
Kansas City, Missouri
Missouri, Kansas,
Arkansas, Oklahoma

REGION X

Travis J. Lewis, Supervisor
6th Floor, Mercantile Bank Building
Dallas, Texas
Louisiana, Texas,
New Mexico

REGION XI

Edw. E. Goshen, Supervisor
614 Insurance Exchange Building
Denver, Colorado
Montana, Idaho, Utah,
Wyoming, Colorado

REGION XII

Broncel R. Mathis, Supervisor
701 Western Furniture Exchange
1355 Market Street,
San Francisco, California
Oregon, Washington,
Arizona, Nevada,
California

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The Nation Needs the Services of Our Youth

Youths of 16 and 17 years of age need the training and discipline which comes with learning a trade. We need the skills they can acquire. We will need those skills if they are called to military service, but most of all we will need the sound citizens they will be upon restoration of peace.

Federal Committee on Apprenticeship
(From Committee Report, Nov. 4, 1942)

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